**Halifax County Schools - Elementary School Lesson Plan (K- ELA, Unit 1,Week 4)**

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| **Subject:ELA** | **Teacher:** | **Grade Level: Kindergarten** | **Date(s): September 19 – September 23** |
| **Curriculum Area:** | Kindergarten **Reading** | **I Can Statements & Learning Targets (I can…):** | I can:  ·actively engage in group reading activities setting a purpose for reading so reading is intentional. (enjoyment, learning, interesting)  ·handle a variety of types of books. Turn the pages, look at pictures, and think about what the pictures are telling them.  ·demonstrate an understanding of concept of spoken word and printed word.  ·produce rhyming words.  ·use discussion rules to share with a group about what pictures are telling them about a story.  ·continue to become familiar with Letterland characters and their sounds. |
| **Content:**  Common Core Standards & Essential Standards | **RFK.1a Demonstrates understanding of the organization and basic features of print: follow words from left to right, top to bottom, and page by page.**  **RFK.1b Recognize that spoken words are represented in written language by specific sequence of letters.**  **RFK.2a Demonstrates understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words.**  **SLK.1 Participation in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.Follow agreed-upon rules for discussion (e.g., listening to others and taking turns speaking about the topics and texts under discussion).**  **SLK.6 Speak audibly and express thoughts, feelings and ideas clearly.**  **LK5c With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (eg. note places at school that are *colorful*)**  **RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear.**  **RL.K.5 Recognize common types of texts (e.g., storybooks,**  **poems)**  **RL.K.4-Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meaning.**  **RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear.**  **RI.K.6-Assess how point of view or purpose shapes the content and style of a text.**  **RI.K.5-Identify the front cover of the book.** | **Technology Standards & Resources:** | [Ipad Resources](http://langwitches.org/blog/wp-content/uploads/2012/08/apps-grid-ipad.pdf) |
| **Essential Question(s):**  (What question(s) should students be able to answer at the end of the lesson/unit?) | **·How do you know what kind of book you are reading?**  **· What is our purpose for reading the book chosen?**  **· How do books and print work?**  **· What are words and why are they important?**  **Where do we find words?**  **What is the setting of a story? Who are the main characters in the story?**  **Can you recognize that new vocabulary has meaning? Can you recognize that print has meaning and is made up of letters?** | **Higher Order Thinking & Revised Blooms:**  (Questions that will enable students to find connections or extend learning.) | Explain how you would read a familiar story book. (Comprehension)  How would you have felt if you were…? (Application)  What is something new you learned in an information book? (Analysis) |
| **Vocabulary:**  Academic/Content | **letter-a symbol that represents a speech sound and is part of the alphabet**  **word-a unit of language composed of one or more speech sounds or letters, that communicates meaning**  **partner/buddy-a classmate who you work or talk with. (Early in the year it is usually based on proximity. Later in the year partners may be assigned at the carpet for a specific purpose.**  **listen-to hear and respond to what another person is saying**  **speak-to talk or say something out loud**  **story-an oral or written collection of sentences that tell about one or more events. Usually fiction including characters, setting, problem and solution.**  **non-fiction-a book that provides true information or teaches you about a topic**  **fiction-a story that is make-believe** | **Teacher Resources:** | [Brain Break ideas](http://theteachergarden.blogspot.com/2012/02/brain-breaks.html)  *The Daily Five* by Gail Boushey  [Word Work Centers](https://docs.google.com/document/d/16KELIDqEauVflUsJCNng1Bh2ge8LOPBngW3N3zL9s_E/edit)  [Guided Reading resources! Incredible!](http://www.janrichardsonguidedreading.com/resources-1) |

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| **Daily 5 Activities for the Week** | **Read to Self**  Students continue to Read to Self | **Read to Someone** | **Listen to Reading** | **Word Work**  Introducing Word Work  [Daily 5 Monday-Friday](https://docs.google.com/document/d/1wUPXmf_-T_y1HWuoSNOrp_-qDXffzHYf9eOEFLYUYb0/edit)  [Word Work Anchor Chart](https://docs.google.com/document/d/1-nsSNf6flYO6wy2t_d-_r6yUhwJ4BXJcoW_XWX4F-U8/edit)  [Word Work Centers](https://docs.google.com/document/d/16KELIDqEauVflUsJCNng1Bh2ge8LOPBngW3N3zL9s_E/edit) | **Work on Writing**  Students continue to Work on Writing |

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| **Monday**  **Subject Integration:**  **Apply RI standards to Social Studies or Science with these lessons at teacher discretion.** | **Whole Group** -  [Monday Lesson Plan](https://docs.google.com/document/d/1CQX9MyRkOI32yYIH12VENlJ_jOb2hJonr766smuvjzc/edit) | **Small Group** -  Teacher pulls small groups and provides instruction based on the needs of the group. | **Independent Work** -  Daily 5  See lesson plan link |
| **Tuesday**  **Subject Integration:**  **Apply RI standards to Social Studies or Science with these lessons at teacher discretion.** | **Whole Group** -  [Tuesday Lesson Plan](https://docs.google.com/document/d/1oIZ-GPDSYgxdDy0mXjGV-nSnCSk3k0Ia-xpmEfgAaLI/edit) | **Small Group** -  Teacher pulls small groups and provides instruction based on the needs of the group. | **Independent Work** -  Daily 5  See lesson plan link |
| **Wednesday**  **Subject Integration:**  **Apply RI standards to Social Studies or Science with these lessons at teacher discretion.** | **Whole Group** - [Wednesday Lesson Plan](https://docs.google.com/document/d/1GN7ghQ20Tuy7vcT8VzWYVkUGhY15l5JG9tfBry3puU4/edit) | **Small Group** -  Teacher pulls small groups and provides instruction based on the needs of the group. | **Independent Work** -  Daily 5  See lesson plan link |
| **Thursday**  **Subject Integration:**  **Apply RI standards to Social Studies or Science with these lessons at teacher discretion.** | **Whole Group** - [Thursday Lesson Plan](https://docs.google.com/document/d/1E4Pegblm07ZF8BKCjWUboy43zh_JzUydgrP4mdFVCCQ/edit) | **Small Group** -  Teacher pulls small groups and provides instruction based on the needs of the group. | **Independent Work** -  Daily 5  See lesson plan link |
| **Friday**  **Subject Integration:**  **Apply RI standards to Social Studies or Science with these lessons at teacher discretion.** | **Whole Group** -  [Friday Lesson Plan](https://docs.google.com/document/d/1FRvAPb_MqUi-d1m_pdFqNv9WQlgIVfcCQo5Zw7MCdjE/edit) | **Small Group** -  Teacher pulls small groups and provides instruction based on the needs of the group. | **Independent Work** -  Daily 5  See lesson plan link |

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| **Reflection - Checking for Understanding**  Students in need of remediation:  Action/Activities: | **Reflection - Checking for Understanding**  Students on target:  Action/Activities: | **Reflection - Checking for Understanding**  Students who need enrichment:  Action/Activities: |